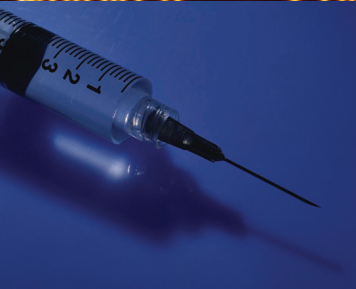




WISCONSIN

Health Science Occupations Education



scope and sequence

Standards for a Quality Program

Health Science Occupations Education

Quality Educator

- **Standard 1.** The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.
- **Standard 2.** The educator(s) actively participates in relevant professional associations such as HOSA and HOPE and has an improvement plan for continuous professional development.

Program Planning

- **Standard 3.** The program has a vision/mission statement that is in alignment with state and national as well as the school district's vision and mission.
- **Standard 4.** The curriculum is in alignment with the Wisconsin Model Academic Standards, National Health Care Core Skills Standards, and Health Science Occupations Career Cluster Pathways and incorporates the academic subject matter required for proficiency in the area.

- **Standard 5.** A comprehensive program includes three components: classroom instruction, site-based experiences or practicum under the supervision of licensed or other health professionals, and HOSA as the career and technical student organization.

Curriculum, Instruction and Student Assessment

- **Standard 6.** The scope and sequence of the curriculum is based on current occupational trends, industry standards and certification, and recognized educational practices that are researched.
- **Standard 7.** The scope and sequence of the 6-12 curriculum starts with a solid foundation established at the middle school level and expands into comprehensive course offerings at the high school level.
- **Standard 8.** The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.
- **Standard 9.** The career and technical student organization, HOSA, is co-curricular and a valued, integral component of the program.
- **Standard 10.** The educator(s) collaborates with educators from other disciplines to encourage the development of leadership and fellowship capabilities in students. This combination of people skills and technical skills will enable students to serve as effective members of a health care team.



- **Standard 11.** Standard-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.

- **Standard 12.** The program offers certified workplace learning options for students.

Program Evaluation

- **Standard 13.** The program is evaluated at regular intervals and recommendations are used for continual improvement of the program.

Quality School(s)

- **Standard 14.** The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **Standard 15.** The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and support student achievement and career development.

- **Standard 16.** Opportunity is incorporated into courses at all levels to explore careers, to develop

skills needed to make informed decisions, and to be exposed to informational technological skills and knowledge required of health career specialties.

Parent and Community Involvement

- **Standard 17.** The program includes establishment of collaborative relationships and partnerships with faculty, parents, supporters, and advisory council members to maximize student achievement and career development.

- **Standard 18.** The program reflects the needs of the community through advisory councils that include community members from the health care profession as well as the educational profession.

Resources

- **Standard 19.** The vision/mission of the program is supported by facilities, equipment, technology, and operating budget.

- **Standard 20.** The quality of the instructional program, which includes site-based experiences or practicum, is enhanced by the use of community leaders, resources, facilities, and licensed or other health professionals.

Legal Requirements

- **Standard 21.** Program operation is in compliance with all state and federal laws and regulations.

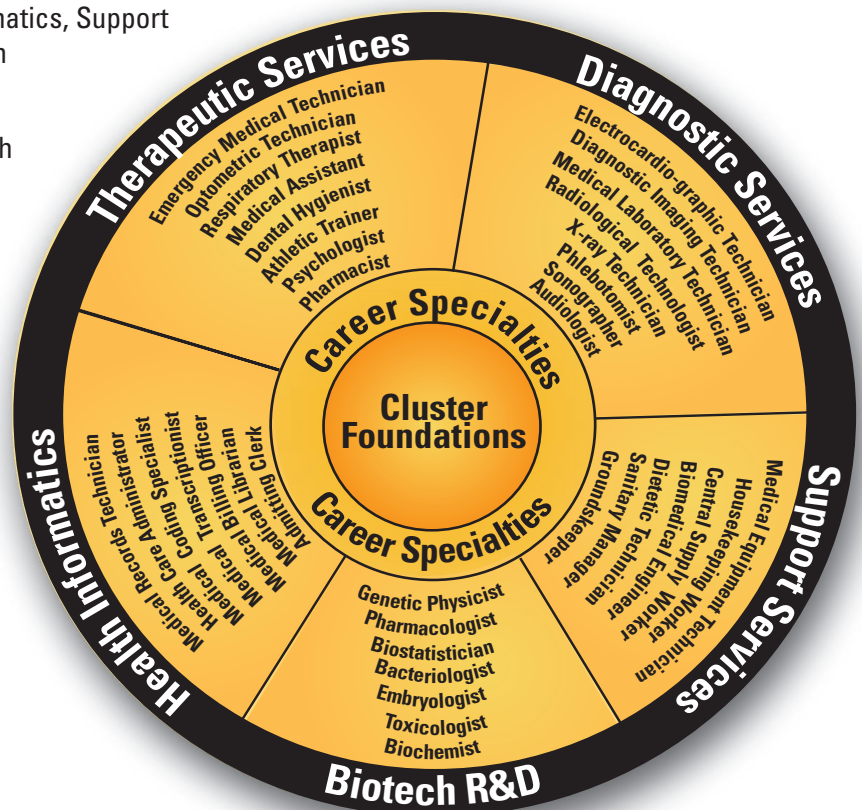
What is Health Science Occupations Education?

- Health Science Occupations Education (HSOE) leads to a future career in health care
- HSOE can be integrated into existing courses or offered as stand-alone courses
- Courses incorporate academic foundations, communications, legal responsibilities, ethics, systems theory, safety practices, health maintenance practices, teamwork, employability skills, technical skills, and information technology applications.*

HSOE Career Clusters Framework

The career cluster framework represents academic and technical skills and knowledge necessary to pursue a full range of career opportunities within the health care field. Careers are organized into the five career cluster pathways: Therapeutic, Diagnostic, Health Informatics, Support Services, and Biotechnology Research & Development.

Students who have progressed through the secondary health science occupations education program offerings have more post-secondary education and employment options available to them. In addition to core skills, individuals can select and develop proficiency within a chosen career cluster. These career clusters promote an understanding of the rapid changes and expansion occurring in the health care industry.



What is Health Education?

- Department of Public Instruction mandated course focused on personal health
- Includes an introductory unit on Health Care Careers
- Does not prepare students for careers

HSOE Program Stages

Introductory Pathways

- School-based learning programs involving classroom activities to explore opportunities available in the field of health care
- Based on NCHSTE Foundation Standards
- Focus on the five Health Science Career Clusters

Introductory Courses

- Health Careers
- Introduction to Medical Occupations
- Medical Terminology
- Physiology & Anatomy

Advanced Courses

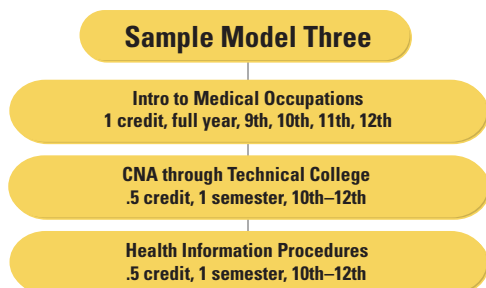
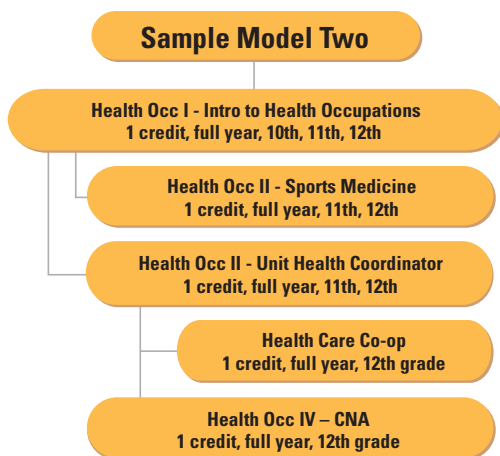
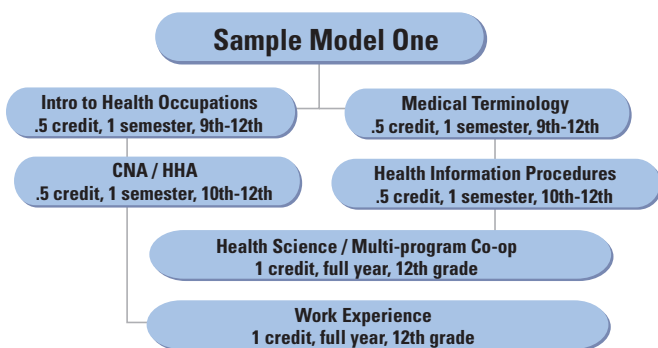
- HSOE prepares students for entry-level health care positions.
- Advanced programs develop job skills leading to required employment certifications for health care careers.
- Advanced programs require partnerships between DPI, health care industry, Dept. of Health and Family Services, and/or post-secondary institutions for certifications through the following programs:
 - Health Occupations Co-op
 - Post-Secondary Articulation for college credit, advanced standing or transcribed credits.
 - Certified Nursing Assistant/Home Health Aide
 - CPR / AED / Community First Aid
 - Athletic Trainer Assistant
 - Youth Options



HSOE Program Development:

- Contact HSOE Consultant, Jane Heibel, for resource information
- Develop health care professional partnerships to assist with program advisement
- Coordinate HOSA membership and activities with HSOE curriculum

Sample HSOE Program Models



Did you know?

- The health care workforce is expected to grow 25% by 2010 while other areas are projected to grow only 16%
- America is aging and will require more health care. One in five will be elderly by 2030
- Partnerships between health care professionals and health science educators are crucial to ensure health care is available for all citizens when needed

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What is HOSA?

HOSA is a national student organization endorsed by the U.S. Department of Education and the Health Occupations Services Education Division of the ACTE. HOSA's twofold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA provides a unique program of leadership development, motivation, and recognition for secondary and post-secondary students interested in health careers.

Wisconsin Department of Public Instruction, Career and Technical Education Team, established the Wisconsin Health Occupations Students of America chapter in 1987. Since its inception Wisconsin HOSA has grown steadily reaching 704 members through 25 affiliated HOSA chapters in the 2003-2004 membership year.



HOSA Skill Development

HOSA is committed to the development of the total person. The rapidly changing health care system needs dedicated workers who, in addition to their technical skills, are people-oriented and capable of playing a leadership role as a member of a health care team. Students develop these skills through involvement in individual and group-initiated projects and competitive events. HOSA is a student-run, adult-advised and board-directed program.

HOSA develops skills through participation. Its members have the opportunity to participate with their peers in local, state and national activities. The competitive events provide additional motivation for learning and award achievement.

Basic Skills – HOSA competitive events support the development of basic skills through Medical Reading, Medical Math, Medical Terminology, Medical Spelling, Dental Spelling, and Chapter Newsletter.

Teamwork – HOSA promotes teamwork through community service activities and group competitive events such as Community Awareness, HOSA Bowl, Career Health Display, and Outstanding HOSA Chapter.

Critical thinking and problem solving – All tests include 25% higher order thinking questions. Creative Problem Solving is a team event focusing on developing creative solutions to a given health-related problem.

Service learning – HOSA promotes service learning through competitive events in Community Awareness, Health Education, National Service Project, and the Barbara James Service Award.

Accountability testing – In many competitive events, members must meet a qualifying standard on a written test to advance to the skill round of competition.

Special Needs – HOSA serves students with special needs by offering four competitive events exclusively for students classified by the Individuals with Disabilities ACT of 1992.

HOSA's mission is especially critical when considering the acute shortage of qualified workers for the health care industry. HSOE instructors are strongly encouraged to integrate HOSA into their curriculum and classrooms. To learn more about starting a HOSA chapter at your school, visit <http://www.hosa.org/natorg/hoeguide/introcon.html>.